



## **Arkansas Comprehensive School Improvement Planning (ACSIP)**

### **Handbook**

**2015-2016**



**Arkansas Department of  
Education**

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Little Rock, Arkansas 72201

## Introduction

The Arkansas Comprehensive School Improvement Planning (ACSIP) model is an annual planning and fund distribution design that must be used by all Arkansas public and charter schools, as defined by Ark. Code Ann. §6-15-419. Using the ACSIP model, each school in Arkansas develops a comprehensive school improvement plan. The plan is also used as the school's application for all federal programs administered by the Arkansas Department of Education, under Elementary and Secondary Education Act (ESEA), in addition to Student Special Needs Funds. The plan must include school improvement actions based on results of the school's annual comprehensive needs assessment. To prepare school improvement plans and application materials for the ADE each fiscal year, schools and districts must gain access to the latest version of the ACSIP web-based program.

It is important to note that the ACSIP Handbook is a tool designed to assist in the creation and publication of each district's and school's ACSIP document. In addition, school planners must have a collective understanding of the ACSIP process, state and federal laws and regulations and the requirements for allowable use of state and federal funds. This handbook contains information that may assist readers and stakeholders (educators, administrators, federal programs coordinators, accounting officials, parents and persons interested in successful schools) concerning these topics. The technical assistance documents in the handbook are based on U.S. Department of Education (USDOE) policy guidance materials, ESEA, Arkansas Flexibility Waiver, and Arkansas law and ADE Commissioner's Communication. The particular sections of the ESEA legislation are referenced in the title of each document. The ESEA legislation and the ESEA regulations are available on the USDOE website at <http://www.ed.gov/about/offices/list/oese/legislation.html>.

# Arkansas Comprehensive School Improvement Planning (ACSIP) Handbook

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# Glossary

## **Academic Improvement Plan (AIP)**

A plan detailing supplemental or intervention and remedial instruction, or both, in deficient academic areas for any student who is not proficient on a portion or portions of the state mandated Arkansas Comprehensive Assessment Program.

## **Alternative Education (AE)**

An alternative education school is a public elementary or secondary school that accomplishes one of the following:

- Addresses needs of students that typically cannot be met in a regular school,
- Provides a nontraditional education,
- Serves as an adjunct to a regular school, or
- Falls outside the categories of regular, special education or vocational education.

## **Annual Measureable Objective (AMO)**

Annual achievement targets calculated for each school that will measure the school's progress toward the 2017 standards as defined by ESEA Flexibility.

## **Adjustment**

An adjustment to a budget will do one, or more of the following:

- Will move money within the approved budget categories; however, it will not change the total amount of money budgeted and
- Does not add a new staff position, a new budget function code (Line item), a budget object or change capital outlay.

Adjustments have a May 1 deadline.

## **Alignment**

Alignment is an academic term meaning that state and local academic standards, educational programs, instructional materials, teaching techniques and academic assessments all coordinate with one another within a district, school and classroom.

## **Amendments**

An amendment to a budget will do one, or more of the following:

- Increase or decrease the total amount budgeted
- Adds a budget function code (line item) or budget object code
- Adds staff
- Increases the amount budgeted for capital outlay (Amendments have a May 1 deadline).

## **Comparability**

A district must meet the comparability requirement as follows: A district may receive Title I, Part A funds only if it uses state and local funds to provide services in Title I, Part A schools that are at least comparable to the services provided in schools that are not

receiving Title I, Part A funds. If all schools in a grade span are Title I schools, 110% of the average for the schools with the lowest low-income percent is compared to the schools with the highest low-income percent. Comparability reports are required for districts having more than one school per grade level.

### **Comprehensive Needs Assessment**

A comprehensive needs assessment is a process organizations use to accomplish the following:

- Identify gaps between current conditions (what is) and desired conditions (what should be)
- Place these gaps or needs in priority order
- Select the most important needs for resolution
- Implement interventions and action strategies to address needs
- Target resources.

Only the conclusions from the comprehensive needs assessment should be included in the ACSIP.

### **Criterion Referenced Test (CRT)**

An assessment required by state statute, rule or regulation, which is designed to measure academic performance. In Arkansas, mathematics and English Language Arts (ELA) test items are based on the academic standards in the Common Core State Standards (CCSS) and measured using the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment. Science test items are given with the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) science exam in grades five and seven and the End-of-Course (EOC) Biology exam in high school.

### **Differentiated Accountability, Recognition and Tiered Support System (DARTSS)**

The Differentiated Accountability, Recognition and Tiered Support System (DARTSS) unifies the state and federal accountability system for ensuring Arkansas's students achieve and maintain a trajectory to college and/or career success throughout the P-20 system. The critical elements of DARTSS outlined in the flexibility request are designed to engage all schools and districts in a comprehensive and coherent system that intentionally integrates the transition to new rigorous state standards, Partnership for Assessment of Readiness for College and Careers assessments (PARCC), Teacher Excellence and Support System (TESS), and Leader Excellence and Development System (LEADS) with Arkansas's proposed accountability system for achieving challenging College Career Readiness goals.

### **Elementary Secondary Education Act (ESEA)**

Arkansas's ESEA flexibility request addresses the following principals: college and career ready for all students; state-developed differentiated recognition, accountability, and support; and support of effective instruction and leadership.

**English Language Learners (EL)**

English Language Learners are national-origin, minority students who have been assessed as limited in English proficiency.

**English as a Second Language (ESL)**

ESL is a program model that delivers specialized instruction to students who are learning English as a new language.

**Equity**

Equity is the right to treatment without discrimination on the basis of race, religion, color, creed, national origin, gender, handicap, lifestyle, or age. Within the educational arena, equity implies that children are treated fairly by receiving services according to their individual strengths and needs, that strategies are implemented to reduce disparities between Title IX protected groups.

**Family Literacy Services**

Services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours and sufficient duration in order to make sustainable changes in a family. These integrate all of the following activities:

- Interactive literacy activities between parents and their children
- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children
- Parent literacy training that leads to economic self-sufficiency
- An age-appropriate education to prepare children for success in school and life experiences.

**Formative Assessment**

Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

**Highly Qualified**

Teacher

- Holds at least a bachelor's degree; and
- Holds an Initial or Standard Arkansas teaching license (or be successfully progressing in the AR Non-traditional Licensure Program); and
- Demonstrates proficiency in his or her subject area

Paraprofessional

- Completed two years of study at an institution of higher education; or
- Obtained an associate's degree or higher; or
- Received passing scores on the Paraprofessional Assessment

**Interim Measureable Objective (IMO)**

Interim Measurable Objectives are a measure of the school's progress toward the successful completion of actions designed to increase student achievement. This progress is measured at interim time periods throughout the school year.

**Intensive Reading Intervention (IRI)**

An intervention program for any K-2 student identified with substantial reading difficulties (Kindergarten students delayed in both written and oral communication on the Qualls Early Learning Inventory and first and second grade students scoring below the equivalent of *proficient* on the state mandated norm referenced assessment in reading).

**Leader Excellence and Development System (LEADS)**

The Arkansas Leader Excellence and Development System (LEADS) provides to administrators opportunities to experience professional learning and growth. Arkansas LEADS is based on standards from the Interstate School Leaders Licensure Consortium (ISLLC) and is divided into three evaluative categories: novice, inquiry, and intensive.

**Local Educational Agency (LEA)**

The term Local Educational Agency is used to describe the local school district. Local school campuses have campus LEA numbers that distinguish each campus within the district structure.

**Limited English Proficient (LEP)**

Limited English Proficient describes an individual with the following characteristics:

- Comes from an environment where a language other than English is dominant
- Whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual the ability to
  - Meet the state's proficient level of achievement on state assessments
  - Achieve in classrooms where the language of instruction is English
  - Participate fully in society.

**National School Lunch Act (NSLA)**

The National School Lunch Act (NSLA) is a federal law that acts as a source of funds for state budgets. Each school district receiving national school lunch state categorical funds provides a researched based program for students scoring below proficiency.

**Norm-Referenced Test (NRT)**

A measurement tool used to measure and compare student performance and progress against a nationally-normed sample of students.

**Paraprofessional**

A classified employee, under the direct supervision of a teacher, who may be assigned to:

- Provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher



- Assist with classroom management, such as organizing instructional and other materials
- Provide assistance in a computer laboratory
- Conduct parental involvement activities
- Provide support in a library or media center
- Act as a translator
- Provide instructional services to students under the direct supervision of a highly qualified teacher.

### **Parent-School Compact**

A written agreement of shared responsibility that defines the goals and expectations of schools and parents as partners in the effort to improve student learning (The Parent-School Compact is required for Title I schools only.)

### **Parental Involvement**

Parental Involvement focuses on accountability between schools and parents for high student achievement, while offering parents important insight into their children's education, the professional qualifications of their child's teacher and the quality of the schools they attend. See parental involvement requirements for Title I, Part A districts and schools at the following link:

<http://www.arkansased.gov/divisions/learning-services/federal-programs/parental-involvement>

### **Performance Standards**

The knowledge and skills that a student is expected to know and demonstrate by the end of a particular grade.

### **Priority Improvement Plan (PIP)**

The Priority Improvement Plan (PIP) is a component of the Arkansas Comprehensive School Improvement Plan (ACSIP) for Priority Schools as defined in the Arkansas 2012 ESEA Flexibility Waiver.

### **Professional Development**

See ADE rules and regulations concerning professional development at the following link:

<http://www.arkansased.org/divisions/learning-services/professional-development>

### **Program Evaluation**

The program evaluation outlines a process for evaluating the effectiveness of interventions and actions included in the ACSIP.

### **Scientifically-Based Research**

Scientifically-based research involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.

**State Educational Agency (SEA)**

The term state educational agency means the agency primarily responsible for supervision of public elementary and secondary schools.

**Statewide System of Support (SSOS)**

A sustained support and improvement system designed for local education agencies and schools to increase the opportunity for all students to meet the state's academic content and achievement standards.

**Supplement versus Supplant**

A district shall use federal funds to supplement local programs that would, in the absence of such federal funds, be made available from non-federal funding sources for the education of pupils. Federal funds from one program may not be used to meet other federal, state or local district requirements. (Example: Federal funds may not be used to meet state standards.)

**Targeted Achievement Gap Group (TAGG)**

The Targeted Achievement Gap Group (TAGG) is made up of students that fall into one of the following categories: economically disadvantaged, English Learner (EL) or Students with Disabilities (SWD) subgroups.

**Targeted Improvement Plan (TIP)**

The Targeted Improvement Plan (TIP) is a plan that will result in Focus Schools reducing the size of the identified achievement gap as measured by Annual Measurable Objectives (AMOs) for the Targeted Achievement Gap Group (TAGG) and each subgroup as defined in the Arkansas 2012 Elementary and Secondary Education Act (ESEA) Flexibility Waiver.

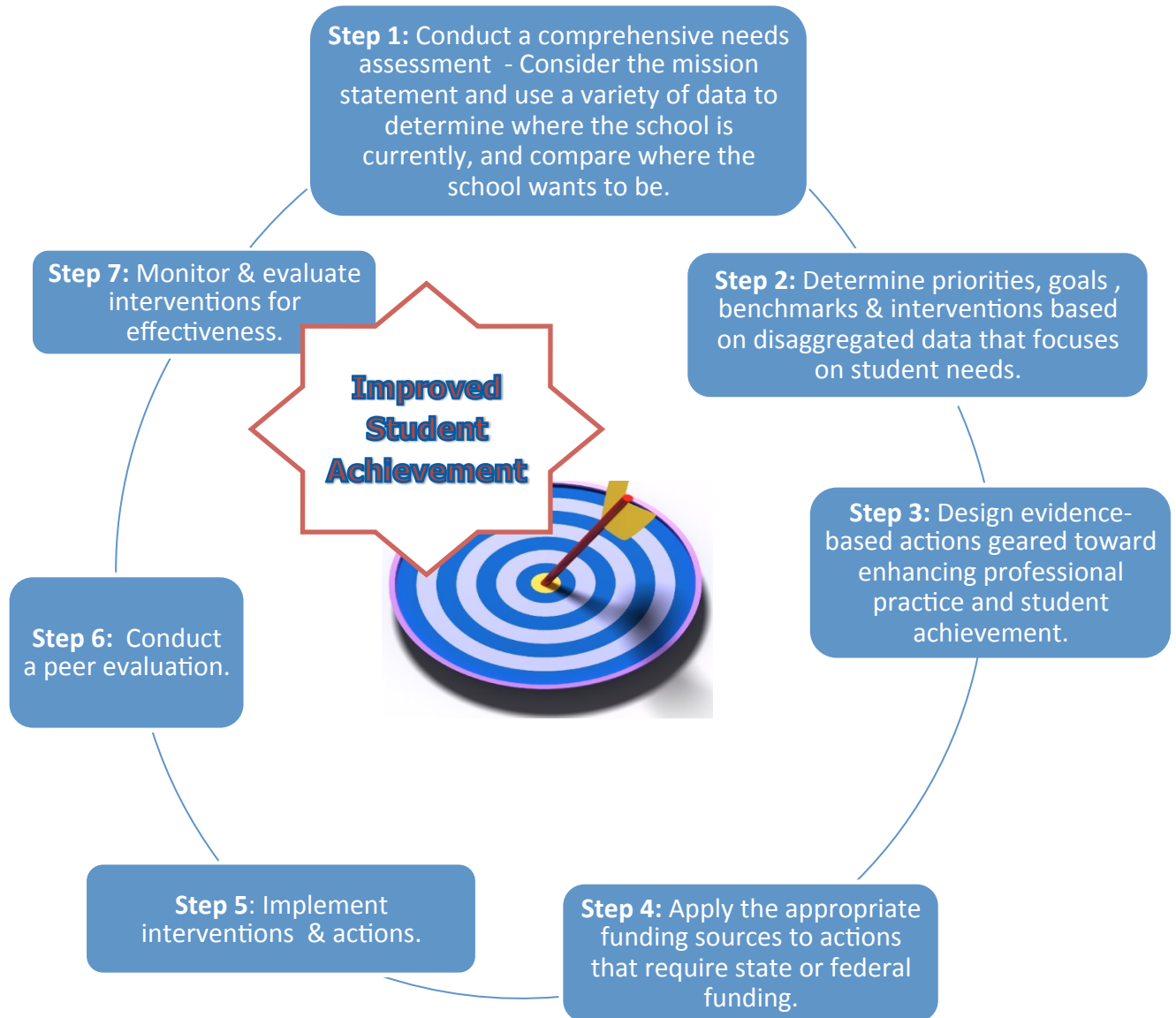
**Teacher Excellence and Support System (TESS)**

The Teacher Excellence and Support System (TESS) supports high quality classroom instruction and instructional leadership. TESS provides statutory direction for reform of teacher and leader evaluation by providing districts with a standardized evaluation and support system that focuses on professional growth of educators as measured by professional practice as well as student growth and achievement.

**Teacher Mentoring Program**

Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. High-quality, structured mentoring programs have a positive effect on the retention of qualified teachers.

# ACSIP Model



Source: Roy, P. *A Tool Kit for Quality Professional Development in Arkansas*. 2004. 55. Print.

# **Arkansas Comprehensive School Improvement Plan**

## **Requirements Conforming to Guidelines for State Categorical Funds Program Application Requirements**

State requirements are aligned with the state-adopted model for school improvement planning embedded within the ACSIP software program.

### **I. Plan Development**

- a. Every district and school is required to develop and file with the Arkansas Department of Education (ADE) a comprehensive school improvement plan.
- b. The plan must be designed to ensure that all students have an opportunity to obtain an adequate education and demonstrate proficiency on all portions of state-mandated, augmented, criterion-referenced (CRT), and/or norm-referenced (NRT) assessments.
- c. The plan must include strategies to address the achievement gap existing for any identifiable group or subgroup and the gap of that subgroup from the academic standard.
- d. In order to establish goals and determine strategies to improve student academic achievement, every district and school must conduct a comprehensive needs assessment – the process of collecting and analyzing perceptual, archival, and achievement data to identify areas of strengths and weaknesses in academic and organizational structures. State statute requires districts and schools to involve parents in the development, implementation, and evaluation of the ACSIP. It is recommended that community members, and for secondary schools students, are also involved in this work.
- e. High schools must develop strategies to improve student readiness for the public post-secondary level based on annual analysis of the feedback report data to include a review of Arkansas Placement Status Reports and Reports of Students Needing Remediation.
- f. Schools that participate in an Education Renewal Zone (ERZ) are required to include services to be provided by the ERZ within the school improvement plan.

### **II. Mission Statement**

- a. Each district and school should enter the written expression of its mission in the ACSIP software program.
- b. Goals, Priorities, Interventions, and Actions included in the plan should support achieving the mission.

### III. School Improvement Classification

Each school should enter its school improvement status in the ACSIP software program based on Arkansas's ESEA Flexibility Waiver.

### IV. Supporting Data

Every district and school shall engage in the collection and analysis of various data sets that will be used to inform the comprehensive needs assessment. The district and school should describe the needs assessment process, the data that were analyzed and the conclusions drawn from the needs assessment.

### V. Priorities

- a. Priorities in each district and school plan must be based on areas of greatest need identified through the comprehensive needs assessment.
- b. Each building is required to incorporate goals and objectives for nutrition and physical activity into the school improvement plan as a priority.
- c. Schools that have a special education trigger must include priorities for special education in the school improvement plan.
- d. Priority Schools must include a Priority Improvement Plan (PIP) as a priority.
- e. Focus Schools must include a Targeted Improvement Plan (TIP) as a priority.

### VI. Goals

- a. Goal statements should narrow the scope of the priority by addressing specific weaknesses based on results of the comprehensive needs assessment.
- b. Academic goal statements must address Annual Measureable Objectives (AMOs).

### VII. Benchmarks

- a. Benchmark statements for each ACSIP Priority should have a reference point for which outcomes can be measured, reviewed, and analyzed over time to produce a growth target for performance.
- b. Priority and Focus Schools must set measureable benchmarks that include Interim Measureable Objectives for improving learning for needs identified among All Students, Targeted Achievement Gap Groups, and any ESEA Subgroups not meeting AMOs.

### VIII. Interventions

- a. Each intervention included in the ACSIP must include cited research that supports proposed interventions and actions to assess its independence and empirical support for the effectiveness of the program. These sources are listed in the Scientific-Based Research section in the ACSIP software program.
- b. All interventions must align with needs identified through the comprehensive needs assessment process.
- c. District and school professional development plans must be included in ACSIP). An assurance statement that each educator in the district and/or school shall have an individual professional development plan that has been developed in cooperation and collaboration with the educator and the district and/or school consistent with the state's Teacher Effectiveness and Support System (TESS).

IX. Actions

Actions included in ACSIP should describe the specific events that are designed to lead to successful attainment of the district's and school's goals.

X. Parental engagement actions shall comply with all rules and regulations found in the Arkansas Department of Education Rules Governing Parental Involvement Plans.

XI. Each building must include actions involving Academic Improvement Plans (AIPs) and Intensive Reading Interventions (IRIs) for all students not performing at achievement levels as required by the state.

XII. Plan Evaluation

- a. Each district and school plan must outline a process for evaluating the effectiveness of the strategies and activities indicated in the plan.
- b. Evaluation results must be included in the comprehensive school improvement plan for the following year.

XIII. Public Access

- a. Each district and school shall develop one (1) comprehensive, long-range school improvement plan focused on student achievement which shall be reported to the public.
- b. Each district and school must post the most recent version of its school improvement plan on its website.

**Arkansas Department of Education  
Rule Governing the Monitoring of Arkansas  
Comprehensive  
School Improvement Plans (ACSIP)  
December 2007**

**2.0 Purpose**

2.01 To expand the monitoring process to include a comprehensive compliance review of the development and implementation of educational strategies, assessment, academic accountability and resources as outlined in each public school and public school district's Arkansas Comprehensive School Improvement Plan (ACSIP).

2.02 To monitor the use of "Instructional Facilitators" in school improvement plans.

2.03 To ensure compliance with federal and state law and State Board of Education policies.

2.04 To provide technical assistance for program improvement.

**5.0 Arkansas Comprehensive School Improvement Plan**

5.01 Each public school or school district shall develop and file, by a deadline date established by the Department, with the Department an Arkansas Comprehensive School Improvement Plan (ACSIP) focused on student achievement.

5.02 The purpose of ACSIP is to provide equal opportunity for all students, including identifiable subgroups, to meet the expected performance levels established by the Board on all State assessments. The plan:

5.02.1 Identifies a challenging set of goals and sets forth actions that will be taken to achieve the goals. It specifies the responsibilities of the school district and its schools. The plan includes periodic benchmarks, measurements processes, and evaluation protocols.

5.02.2 Is based on an analysis of data produced by the Arkansas Comprehensive Testing Program and other reliable measures of student learning to determine classroom, school, and school district academic performance.

5.02.3 Includes the public school or school districts use of categorical funding for:

(A) Alternative Learning Environments (ALE);

(B) Professional Development;

(C) English-Language Learners (ELL); and

(D) National School Lunch Students, as defined by Ark. Code Ann. § 6-20-2303 (12) (A).

5.02.4 Specifies allocation of funding and resources including tutors, teachers' aides, counselors, social workers, nurses and instructional facilitators.

5.02.5 Outlines a process for evaluating the effectiveness of the strategies and activities indicated in the plan.

5.02.6 Includes a cross section of teachers, experts, parents and other stakeholders as plan developers.

5.03 An improvement plan is subject to annual review.

5.04 Any public school or school district classified as in school improvement under Ark. Code Ann. § 6-15-425 shall develop and file with the Department a revised comprehensive school improvement plan each year, meeting the requirements of this section and containing any additional requirements determined necessary by the department to ensure that all students in the public school or school district have an opportunity to demonstrate proficiency on all portions of the state mandated assessments.

5.05 The district has the primary responsibility for ensuring that the school in school improvement receives technical assistance as it develops or revises its school plan and throughout the plan's implementation.

5.06 Technical assistance for a school identified for improvement must focus on strengthening and improving the school's instructional program. Specifically, the district must ensure that the school in need of improvement receives technical assistance based on scientifically based research in the following areas:

(A) Assessment and Data Analysis: including purposes and use of data

(B) Identification and Implementation of Strategies, and

(C) Budget Analysis

5.07 At the end of each school year, the school district shall evaluate the implementation and impact of programs (interventions or actions) included in the comprehensive school improvement plan to ensure that the programs are providing intervention and prevention services designed to increase student achievement.

5.08 Evaluation results must be included in the comprehensive school improvement plan for the following year.

See ADE rules governing the monitoring of Arkansas Comprehensive School Improvement Plans (ACSIP) at the following link:

[http://www.arkansased.org/public/userfiles/Legal/Legal-Current%20Rules/ade\\_285\\_acsip\\_1207\\_current.pdf](http://www.arkansased.org/public/userfiles/Legal/Legal-Current%20Rules/ade_285_acsip_1207_current.pdf)

See the ADE's Financial and Programmatic Monitoring Guide of the ACSIP at the following link:

[http://www.arkansased.org/public/userfiles/Public\\_School\\_Accountability/FederalState\\_Monitoring/20142015MonitoringGuide.pdf](http://www.arkansased.org/public/userfiles/Public_School_Accountability/FederalState_Monitoring/20142015MonitoringGuide.pdf)

See the ADE's Financial and Programmatic Monitoring Protocol of the ACSIP at the following link:



[http://www.arkansased.org/public/userfiles/Public\\_School\\_Accountability/FederalState\\_Monitoring/2014\\_2015MonitoringProtocol.pdf](http://www.arkansased.org/public/userfiles/Public_School_Accountability/FederalState_Monitoring/2014_2015MonitoringProtocol.pdf)

# Financial and Programmatic Monitoring Protocol

The *Elementary and Secondary Education Act* (ESEA) requires that the Arkansas Department of Education (ADE) establish a system to monitor the operation of Federal programs in every participating Local Education Agency (LEA), including charter schools. In addition, Arkansas' Act 807 of 2007 mandated that the monitoring process be expanded by the ADE to include a periodic monitoring review of the LEA's and school's implementation of programs supported by State Categorical funds. Any district or charter school may be monitored at the discretion of the Commissioner of Education.

ADE's monitoring review system is based on a careful review of all Federal and State requirements. The Financial and Programmatic Monitoring of ESEA /Act 807 is conducted via on-site visits to Arkansas school districts. Federal and State Categorical programs are also monitored through the application and financial reporting approval processes. Each district receiving funds from any of the entitlement programs will be monitored at least once every six years with an on-site visit. In addition, the ADE may perform on-site monitoring of districts that have been identified as high risk due to significant accountability and/or compliance issues. These LEAs may be monitored outside of the scheduled cycle if a district has serious or chronic compliance problems, has unresolved issues identified from a previous on-site monitoring, or at the discretion of the Commissioner of Education.

The Monitoring Guide is presented as a checklist that can be used by LEAs to ensure programs are operating in compliance with the law and guidance. Compliance indicator items were selected from among Federal entitlements and State categorical program requirements to ensure that the review covers all major aspects of the law and the monitoring focuses - to the extent feasible - on matters most related to the educational purposes of ESEA. It is not designed to cover all evidence requirements but is designed to include a review of samples of documented evidence of compliance. The LEA is responsible for operating all of the Federal and State funded programs in compliance with all applicable rules and regulations and in accordance with the assurances and terms of each individual grant award.

## Monitoring Team:

A team of ADE staff members, together with any necessary program area staff, will conduct a Comprehensive Program Review in the school district or charter school. The size of the team and the number of days in the visit will vary depending on the size of the LEA and the number of programs to be reviewed.

## Monitoring Process:

### A. Prior to the On-Site Review:

- The Office of Public School Accountability with the superintendent or designee establishes a proposed schedule of activities. Districts are contacted via email or phone approximately six weeks prior to the monitoring visit.
- A follow-up monitoring notification letter, including the process and checklist of items to be monitored, is sent to the district approximately four weeks prior to the visit confirming the dates and schedule.
- The superintendent or designee ensures that documentation is readily available and organized. Some documents **may** be requested prior to the visit. Documentation and samples will become the items listed in the evidence column of the Monitoring Guide completed by the ADE monitors on-site.
- All district and school(s) electronic applications (including budgets) from the **ACSIP Application and Financial Reporting Approval Processes** are reviewed by the ADE monitors to ensure that all components are apparent and appropriate within the plans. State categorical and Federal expenditures are also reviewed in APSCN for compliance.
- A review of the applicable components of the district and school(s) websites is conducted by the ADE and is also used as a resource for gathering information.

### B. During On-Site Review:

- **Entrance Conference:** An entrance conference is held with the superintendent and other district personnel that the superintendent may deem appropriate. The meeting acquaints staff with the team and provides an opportunity to

familiarize district staff with the purpose and goals of the visit.

- **Review:** Interviews with appropriate program personnel or staff members and a review of additional documentation gathered is conducted on-site. Depending on the programs being reviewed, this may also include interviews with nonpublic school staff, multi-district projects members, parents and representatives of other agencies. All Participants to be involved in the visit will be identified during preliminary planning by the LEA and the Monitoring Team Leader.
- **Exit Conference:** At the end of the on-site visit, the monitoring team will hold an exit conference with the superintendent and other district personnel that the superintendent may deem appropriate. The ADE monitoring team will summarize the monitoring activities, the potential findings, recommendations and the timeline for developing the monitoring report. The monitoring team leader from the ADE should emphasize that the information presented at the exit conference is preliminary and explain that during the development of the monitoring report, the team will continue to review data collected during the on-site visit.

### **Reports/Responses:**

The ADE monitoring team will provide monitoring reports as outlined below.

Within twenty (20) business days of the exit conference, a written draft of the monitoring report consisting of preliminary findings will be issued to the superintendent. The superintendent or designee should review the report for factual accuracy. Where requirements are found to be non-compliant, the district or charter school will be advised of appropriate corrective actions to bring those areas into compliance with the relevant statutes and regulations.

The LEA will have thirty (30) working days to complete and submit the necessary documentation listed in the corrective actions. Documentation/evidence received from the LEA during this time will be reviewed for compliance. If all documentation is deemed complete and compliant, a Final Report will be issued within sixty (60) business days of the exit conference.

In the event all issues are not resolved and non-compliance still exists, an Interim Status Report may be issued, the LEA will be contacted, and an additional meeting may be scheduled to discuss the unresolved issues. During that meeting or subsequent monitoring visit, it may be necessary to create a more formal Corrective Action Plan to assist the district in achieving compliance and to achieve closure to the process. The district will be required to respond to any unresolved issues within 30 days of receipt of the Interim Status Report.

An LEA that does not respond to the report within the established timeline or fails to comply with the corrective action plan will have a condition placed on the program's grant award by ADE, which may include an interruption of funds.

**School districts and charter schools must demonstrate effective resolution of noncompliance identified by the ADE as soon as possible, but in no case later than August 15 of the subsequent year in the case of fiduciary findings.**

# **Arkansas Department of Education Rules Governing Access to Public School Information on Comprehensive School Improvement Plans**

## **2.0 Purpose**

2.01 The purpose of these Rules is to execute the following requirements of Ark. Code Ann. § 6-15-2202:

2.02.1 Improve student achievement and close achievement gaps among student subgroups by providing public access to comprehensive school improvement plans;

2.01.2 Improve parental involvement and communication with parents;

2.01.3 Increase transparency and accountability of public schools and public school districts to the public; and

2.01.4 Make public school and public school district data more accessible to researchers and policymakers.

See ADE rules governing access to public school information on comprehensive school improvement plans in their entirety at the following link:

[http://www.arkansased.org/public/userfiles/Legal/Legal-Current%20Rules/ade\\_298\\_acsip\\_access\\_2010\\_current.pdf](http://www.arkansased.org/public/userfiles/Legal/Legal-Current%20Rules/ade_298_acsip_access_2010_current.pdf)

# **Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program**

## **September 2014**

### **2.0 Purposes of Rules**

2.01 To develop a single comprehensive testing, assessment and accountability program, which applies to and governs all public schools and public school districts in Arkansas.

2.02 To develop a single comprehensive testing, assessment and accountability program which utilizes the most current and effective testing, evaluation, and assessment research information designed to achieve the following purposes:

2.02.1 Set clear academic standards that are periodically reviewed and revised;

2.02.2 Establish professional development standards for all administrators, teachers and instructional support personnel;

2.02.3 Establish expected achievement levels;

2.02.4 Report on student achievement and other indicators;

2.02.5 Provide evaluation data;

2.02.6 Recognize academic success and failure;

2.02.7 Apply awards and sanctions; and

2.02.8 Comply with current federal and state law and State Board rules and regulations.

2.03 To ensure that all students in the public schools of Arkansas have an equal opportunity to demonstrate grade-level and subject area academic proficiency through the application of knowledge and skills in the core academic subjects consistent with state curriculum frameworks, performance standards and assessments.

2.04 To improve student learning and classroom instruction and to support high academic standards for all students, including identifiable subgroups, by establishing the provisions, procedures and requirements for the student assessment program.

2.05 To require point-in-time intervention when it is determined that a student(s) is not performing at grade level or subject area academic proficiency.

2.06 To outline testing and assessment security and confidentiality requirements.

2.07 To establish a program to identify, evaluate, assist and advise public schools and public school districts in academic distress.

See ADE rules governing the Arkansas Comprehensive Testing Assessment and Accountability Program (ACTAAP) and the Academic Distress Program in their entirety at the following link:

[http://www.arkansased.org/public/userfiles/rules/Current/ACTAAP-FINAL\\_-\\_September\\_2014.pdf](http://www.arkansased.org/public/userfiles/rules/Current/ACTAAP-FINAL_-_September_2014.pdf)

# **ESEA Flexibility**

## **Updated June 6, 2014**

### **FLEXIBILITY TO IMPROVE STUDENT ACADEMIC ACHIEVEMENT AND INCREASE THE QUALITY OF INSTRUCTION**

In order to move forward with State and local reforms designed to improve academic achievement and increase the quality of instruction for all students in a manner that was not originally contemplated by the No Child Left Behind Act of 2001 (NCLB), a State educational agency (SEA) may request flexibility, on its own behalf and on behalf of its local educational agencies (LEAs), through waivers of ten provisions of the Elementary and Secondary Education Act of 1965 (ESEA) and their associated regulatory, administrative, and reporting requirements. In order to receive this flexibility, an SEA must meet the principles described in the next section. Terms that are defined in the Definitions section of this document are in bold type the first time they appear. This document was originally issued on September 23, 2011. It has been updated to include two optional waivers that have been added to ESEA flexibility since that time and to reflect the implementation timeline for an SEA that requests this flexibility at the beginning of the 2012–2013 school year.

1. Flexibility Regarding the 2013–2014 Timeline for Determining Adequate Yearly Progress (AYP): An SEA would no longer need to follow the procedures in ESEA section 1111(b)(2)(E) through (H) for setting annual measurable objectives (AMOs) to use in determining AYP. Instead, an SEA would have flexibility to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that will be used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
2. Flexibility in Implementation of School Improvement Requirements: An LEA would no longer be required to comply with the requirements in ESEA section 1116(b) to identify for improvement, corrective action, or restructuring, as appropriate, its Title I schools that fail, for two consecutive years or more, to make AYP, and neither the LEA nor its schools would be required to take currently required improvement actions; however, an SEA may still require or permit an LEA to take such actions. An LEA would also be exempt from all administrative and reporting requirements related to school improvement under current law.
3. Flexibility in Implementation of LEA Improvement Requirements: An SEA would no longer be required to comply with the requirements in ESEA section 1116(c) to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and neither the LEA nor the SEA would be required to take currently required improvement actions. An LEA would also be exempt from all associated administrative and reporting requirements related to LEA improvement under current law.



4. Flexibility for Rural LEAs: An LEA that receives Small, Rural School Achievement Program funds or Rural and Low-Income School Program funds would have flexibility under ESEA sections 6213(b) and 6224(e) to use those funds for any authorized purpose regardless of the LEA's AYP status.
5. Flexibility for School wide Programs: An LEA would have flexibility to operate a school wide program in a Title I school that does not meet the 40 percent poverty threshold in ESEA section 1114(a)(1) if the SEA has identified the school as a **priority school** or a **focus school**, and the LEA is implementing interventions consistent with the **turnaround principles** or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in the school, as appropriate.
6. Flexibility to Support School Improvement: An SEA would have flexibility to allocate ESEA section 1003(a) funds to an LEA in order to serve any priority or focus school, if the SEA determines such schools are most in need of additional support.
7. Flexibility for Reward Schools: An SEA would have flexibility to use funds reserved under ESEA section 1117(c)(2)(A) to provide financial rewards to any **reward school**, if the SEA determines such schools are most appropriate for financial rewards.
8. Flexibility Regarding Highly Qualified Teacher (HQT) Improvement Plans: An LEA that does not meet its HQT targets would no longer have to develop an improvement plan under ESEA section 2141 and would have flexibility in how it uses its Title I and Title II funds. An SEA would be exempt from the requirements regarding its role in the implementation of these plans, including the requirement that it enter into agreements with LEAs on the uses of funds and the requirement that it provide technical assistance to LEAs on their plan. This flexibility would allow SEAs and LEAs to focus on developing and implementing more meaningful evaluation and support systems. An SEA would not be exempt from the requirement of ESEA section 1111(b)(8)(C) that it ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers; however, once more meaningful evaluation and support systems are in place in accordance with principle 3 (described below), an SEA may use the results of such systems to meet that requirement.
9. Flexibility to Transfer Certain Funds: An SEA and its LEAs would have flexibility to transfer up to 100 percent of the funds received under the authorized programs designated in ESEA section 6123 among those programs and into Title I, Part A. Moreover, to minimize burden at the State and local levels, the SEA would not be required to notify the Department and its participating LEAs would not be required to notify the SEA prior to transferring funds.
10. Flexibility to Use School Improvement Grant (SIG) Funds to Support Priority Schools: An SEA would have flexibility to award SIG funds available under ESEA section 1003(g) to an LEA to implement one of the four SIG models in any priority school.

### Optional Flexibility

In addition to its request for waivers of each of the requirements above, an SEA may wish to request flexibility through waivers related to the following:

11. Flexibility in the Use of Twenty-First Century Community Learning Centers (21st CCLC) Program Funds: An SEA would have flexibility under ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) to permit community learning centers that receive funds under the 21st CCLC program to use those funds to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess).
12. Flexibility Regarding Making AYP Determinations: An SEA and its LEAs would no longer be required to comply with the requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) to make AYP determinations for LEAs and schools, respectively. Instead, an SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.
13. Flexibility Regarding Within-District Title I Allocations: An LEA would have flexibility under ESEA section 1113(a)(3)-(4) and (c)(1) so that it may serve with Title I funds a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not rank sufficiently high to be served based solely on the school's poverty rate.

See the ESEA Flexibility Request at the following link:

[http://www.arkansased.org/public/userfiles/Public\\_School\\_Accountability/School\\_Performance/ESEA\\_Acct\\_Status\\_Reports/ESEA\\_Flexibility\\_Request\\_Rev\\_060614\\_clean.pdf](http://www.arkansased.org/public/userfiles/Public_School_Accountability/School_Performance/ESEA_Acct_Status_Reports/ESEA_Flexibility_Request_Rev_060614_clean.pdf)

See the USDOE ESEA Flexibility Policy document at the following link:

[www.ed.gov/sites/default/files/esea-flexibility-acc.doc](http://www.ed.gov/sites/default/files/esea-flexibility-acc.doc)

See the ADE ESEA Flexibility resources at the following link:

<http://www.arkansased.org/esea-flexibility>

See the USDOE laws and guidance for ESEA at the following link:

<http://www2.ed.gov/policy/elsec/guid/esea-flexibility/map/ar.html>

**Arkansas Department of Education**  
**Rules Governing the Teacher Excellence and Support**  
**System**  
**October 2012, 2014**

3.02 The purposes of these rules are, without limitation, to:

3.02.1 Recognize that student learning is the foundation of teacher effectiveness and many factors impact student learning, not all of which are under the control of the teacher or the school, and that evidence of student learning includes trend data and is not limited to a single assessment;

3.02.2 Provide that the goals of the Teacher Excellence and Support System are quality assurance and teacher growth;

3.02.3 Reflect evidence-based or proven practices that improve student learning. Nothing in these rules should be construed to prohibit teachers from using innovative approaches in the classroom;

3.02.4 Utilize clear, concise, evidentiary data for teacher professional growth and development to improve student achievement;

3.02.5 Recognize that evidence of student growth is a significant part of the Teacher Excellence and Support System;

3.02.6 Ensure that student growth is analyzed at every level phase of the evaluation system to illustrate teacher effectiveness. The purpose of requirement is to ensure that student growth is taken into account during all phases of the teacher evaluation system;

3.02.7 Require annual evidence of student growth from artifacts and external assessment measures;

3.02.8 Include clearly defined teacher evaluation categories domains, performance levels ratings, and evaluation rubric descriptors components for the evaluation framework;

3.02.9 Include procedures for implementing each component of the Teacher Excellence and Support System; and

3.02.10 Include the professional development requirements for all superintendents, administrators, evaluators, and teachers to obtain the training necessary to be able to understand and successfully implement the Teacher Excellence and Support System.

Source: Ark. Code Ann. § 6-17-2802 and § 6-17-2804

See ADE rules governing the Teacher Excellence and Support System in their entirety at the following link:

[http://www.arkansased.org/public/userfiles/rules/Current/TESS\\_-\\_Final\\_Rule\\_appvd\\_by\\_SBOE\\_08-14-2014.pdf](http://www.arkansased.org/public/userfiles/rules/Current/TESS_-_Final_Rule_appvd_by_SBOE_08-14-2014.pdf)

See the Arkansas Teacher Excellence and Support System statute at the following link:

[http://www.arkansased.org/public/userfiles/HR\\_and\\_Educator\\_Effectiveness/TESS/TESS\\_Statute.pdf](http://www.arkansased.org/public/userfiles/HR_and_Educator_Effectiveness/TESS/TESS_Statute.pdf)

## Professional Development

The Office of Professional Development collaborates with various stakeholders to provide quality professional learning opportunities to Arkansas's educators, administrators, and school board members.

Licensed educators in Arkansas are required to obtain a minimum of 60 hours of professional development each year to renew their teaching license. Required Professional Development for License Renewal is based on the Rules Governing Professional Development and Standards for Professional Learning ([LearningForward.org](http://www.learningforward.org)) as approved by the State Board of Education (SBE).

Arkansas School Board Members are required to obtain a minimum of 6 hours of professional development each year. This required training is based upon the Rules Governing Arkansas School Board Member Training.

All professional development providers and programs must be approved by the Arkansas Department of Education at least thirty (30) days before a program is offered as professional development credit.

Professional Development shall adhere to the rules and standards established by the State Board of Education.

See ADE rules governing professional development at the following link:  
[http://www.arkansased.org/public/userfiles/rules/Current/ADE\\_207\\_Professional\\_Development\\_Rules\\_-\\_Permanent\\_rule\\_eff\\_9.06.2014.pdf](http://www.arkansased.org/public/userfiles/rules/Current/ADE_207_Professional_Development_Rules_-_Permanent_rule_eff_9.06.2014.pdf)

# **Arkansas Department of Education Guidelines for the Development, Review and Revision of School District Student Discipline and School Safety Policies**

**March 1, 2012**

## **3.00 Purpose**

3.01 These guidelines are designed to assist local school districts with the development, review and revision of student discipline and school safety policies.

See ADE guidelines for the development, Review and Revision of School District Student Discipline and School Safety Policies in their entirety at the following link:  
[http://www.arkansased.org/public/userfiles/Legal/Legal-Current%20Rules/ade\\_253-discipline%20and%20safety%20policies-March%202012.pdf](http://www.arkansased.org/public/userfiles/Legal/Legal-Current%20Rules/ade_253-discipline%20and%20safety%20policies-March%202012.pdf)

# **Arkansas Department of Education**

## **Rules Governing Parental Involvement Plans**

### **July 2014**

#### **3.00 Parental Involvement Plans**

3.01 Each public school district, in collaboration with parents, shall establish a parental involvement plan that establishes the district's expectations for parental involvement, and that includes programs and practices that enhance parental involvement and reflect the specific needs of students and their families.

3.01.1 Collaboration with parents may be accomplished through the coalition of parents and representatives of agencies, institutions, business and industry required for development and implementation of the district-level annual comprehensive school improvement plan (ACSIP) required by the Standards for Accreditation of Arkansas Public Schools and School Districts.

3.01.2 The parental involvement plan shall be incorporated into the public school district's annual comprehensive school improvement plan (ACSIP).

3.01.3 Annually by October 1, the public school district's parental involvement plan shall be:

3.01.3.1 Developed, or reviewed and updated by the public school district;

3.01.3.2 Posted to the website of the public school district; and

3.01.3.3 Filed with the Department's Division of Learning Services.

3.01.3.4 All public school district parental involvement plans filed with the Department shall be filed in electronic format, specifically in Microsoft Word (.doc or .docx), Adobe Acrobat (.pdf), or Rich Text (.rtf) format.

3.01.3.5 Provided in a parent-friendly summary as a supplement to the student handbook.

3.01.3.5.1 The parent shall sign a form acknowledging receipt of the summary and return the signed form to the school where the student is enrolled.

3.02 Each public school, in collaboration with parents, shall establish a parental involvement plan that reflects the specific academic improvement needs of the school, and that includes programs and practices that enhance parental involvement and address the specific parent involvement needs of students and their families.

3.02.1 Collaboration with parents may be accomplished through the coalition of parents and representatives of agencies, institutions, business and industry required for development and implementation of the school-level annual comprehensive school improvement plan (ACSIP) required by the Standards for Accreditation of Arkansas Public Schools and School Districts.

3.02.2 The parental involvement plan shall be incorporated into the public school's annual comprehensive school improvement plan (ACSIP).

3.02.3 Annually by October 1, the public school's parental involvement plan shall be developed, or reviewed and updated by the public school.

3.02.4 Annually by October 1, the public school shall post to the website of the public school or public school district:

3.02.4.1 The public school's parental involvement plan;

3.02.4.2 A parent-friendly explanation of the public school's and public school district's parental involvement plans;

3.02.4.3 The informational packet required by Section 5.01.1; and

3.02.4.4 Contact information for the parent facilitator designated by the public school under Section 5.08 of these Rules.

3.03 A public school's parental involvement plan shall:

3.03.1 Involve parents of students at all grade levels in a variety of roles, including without limitation:

3.03.1.1 Involvement in the education of their children;

3.03.1.2 Volunteer activities;

3.03.1.3 Learning activities that support classroom instruction;

3.03.1.4 Participation in school decisions;

3.03.1.5 Collaboration with the community;

3.03.1.6 Development of school goals and priorities; and

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3.03.1.7 Evaluating the effectiveness of the comprehensive school improvement plan (ACSIP);

3.03.2 Be comprehensive and coordinated in nature;

3.03.3 Recognize that communication between home and school should be regular, two-way, and meaningful;

3.03.4 Promote and support responsible parenting;

3.03.5 Acknowledge that parents play an integral role in assisting student learning;

3.03.6 Welcome parents into the school and seek parental support and assistance;

3.03.7 Recognize that a parent is a full partner in the decisions that affect his or her child and family;

3.03.8 Recognize that community resources strengthen school programs, family practices, and student learning; and

3.03.9 Support the development, implementation, and regular evaluation of the program to involve parents in the decisions and practices of the school district, using, to the degree possible, the components listed in this section.

3.04 A Title I public school or public school district shall:

3.04.1 Include in its parental involvement plan any other appropriate components, policies, programs, activities or procedures required by federal law;

3.04.2 Provide information to parents of students participating in Title I, Part A programs in an understandable and uniform format, including

alternative formats upon request, and, to the extent practicable, in a language that parents can understand;

3.04.3 Take the necessary steps to ensure that communications with parents with disabilities are as effective as communications with other parents; such steps shall include the furnishing of appropriate auxiliary aids and services when necessary to afford a parent with a disability an equal opportunity to participate in, and enjoy the benefits of, Title I, Part A programs, services, and activities, including the parental involvement provisions; and

3.04.4 Plan and implement its parental involvement programs, activities, and procedures with meaningful consultation with parents of children participating in Title I, Part A programs.

See ADE rules governing parental involvement plans in their entirety at the following link:

[http://www.arkansased.gov/public/userfiles/Legal/Legal-Current%20Rules/ade\\_319\\_Parental\\_Involvement\\_Plans.pdf](http://www.arkansased.gov/public/userfiles/Legal/Legal-Current%20Rules/ade_319_Parental_Involvement_Plans.pdf)



**Arkansas Department of Education**  
**Rules Governing the Distribution of Student Special**  
**Needs Funding and the Determination of Allowable**  
**Expenditures of Those Funds**  
**June 2012**

**2.00 Purpose**

2.01 The purpose of these Rules is to distribute student special needs funding and define the allowable expenditures of those funds.

**4.00 Special Needs - Alternative Learning Environment (ALE)**

**4.01 ALE General Requirements**

4.01.1 Every school district shall provide one (1) or more Eligible Alternative Learning Environments (ALE) for all students meeting the criteria of Section 4.02.1 of these Rules, by any of the following methods:

4.01.1.1 A school district may establish and operate an ALE;

4.01.1.2 A school district may cooperate with one (1) or more other school districts in a consortium to establish and operate an ALE, with one school district designated as the lead district; or

4.01.1.3 A school district may use an ALE operated by an education service cooperative established under The Education Service Cooperative Act of 1985, Ark. Code Ann. § 6-13-1001 et seq.

4.01.2 An ALE shall provide intervention services designed to address students' specific educational and behavioral needs.

4.01.2.1 Intervention services shall include, without limitation, access to the services of a school counselor, a mental health professional, a nurse, and support services substantially equivalent to those provided to other students in the regular educational environment.

4.01.2.2 Intervention services shall be coordinated with state and federal student assistance programs.

4.01.3 An ALE shall not be punitive but shall provide the guidance, counseling, and academic support necessary to enable students who are experiencing emotional, social or academic problems to continue to make progress toward educational goals appropriate to each individual student's specific situation, characteristics, abilities, and aspirations.

**5.00 Special Needs - English Language Learners (ELL)**

5.04 ELL funding shall be expended for eligible activities including, but not limited to, the following:

5.04.1 Salaries for ELL-skilled instructional services (not supplanting district financial obligations for providing teachers for ELL students).

- 5.04.2 Funds for teacher training, consultants, workshops, and ELL course work, including ADE sponsored training programs.
- 5.04.3 Released-time for ELL program development.
- 5.04.4 Selection and purchase of language-appropriate instructional and supplemental (enrichment) materials for ELL students (including computer-assisted technology and library materials).
- 5.04.5 Language and cultural skills training for school-based health service providers, counseling service providers, and community liaison staff as needed to serve ELL students.
- 5.04.6 Assessment activities, which include test administration, identification, placement, and review of ELL student academic progress, as well as evaluation activities to determine the effectiveness of the district's ELL program.
- 5.04.7 Funds for the implementation of supplemental instructional services for ELL students.

## **6.00 Special Needs - National School Lunch Act**

6.05 Each school district receiving national school lunch state categorical funds shall provide a research-based program(s) or purpose(s) for students scoring below proficiency in order to improve instruction and increase academic achievement of those students. This does not prohibit use of funds in performing schools to continue doing those strategies that are sustaining that performance.

6.05.1 A chronically underperforming school's ACSIP shall provide for the use of national school lunch state categorical funding to fund without limitation the following:

6.05.1.1 Use of an Arkansas Scholastic Audit.

6.05.1.2 Use of disaggregated school data to set academic targets in reading, writing, mathematics, and science.

6.05.1.3 Use of improvement targets to define professional development needs related to content, instruction, differentiation, and best practices in educating student subgroups as identified in need.

6.05.1.4 Development of interim building-level assessments to monitor student progress toward proficiency on the state benchmark assessments.

6.05.1.5 Development of a plan to immediately address gaps in learning.

6.05.1.6 Examination and realignment, as needed, of school scheduling, academic support systems, and assignment of personnel to improve student achievement.

6.05.1.7 Design of a plan for increasing parental knowledge and skill to support academic objectives.

6.05.1.8 Evaluation of the impact of the before-mentioned educational strategies on student achievement.

6.06 National school lunch state categorical funding shall not be used to meet or satisfy the Arkansas Standards for Accreditation of Arkansas Public Schools and

School Districts as required by Ark. Code Ann. § 6-15-201 et seq. or the Arkansas Minimum Teacher Salaries required by Ark. Code Ann. § 6-17-2403 except as otherwise allowed herein.

6.06.1 National school lunch state categorical funding shall not be used to augment, replace, or supplement the mandatory requirements of the Arkansas Standards for Accreditation required by Ark. Code Ann. § 6-15-201 et seq. unless the expenditure is for the purposes outlined under Section 6.07 of these Rules.

6.06.2 A district may use excess national school lunch state categorical funds as a bonus or to supplement salaries above the minimum salary schedule required by Ark. Code Ann. § 6-17-2403 provided the school district is in compliance with and meets the eligibility provision of these Rules.

6.06.3 School districts may use national school lunch state categorical funds to pay the salaries of those teachers used to reduce the pupil to teacher ratio below the mandates required by the Arkansas Standards for Accreditation of Arkansas Public Schools and School Districts under the following conditions:

6.06.3.1 In its ACSIP, the district must designate the specific teacher(s) used to reduce the pupil-to-teacher ratios required by the Standards for Accreditation; must explain how the district will use national school lunch state categorical funds to pay only the salaries of those class-size-reduction teachers or other teachers whose salaries are designated by the ADE as bona fide national school lunch state categorical program or purpose expenditures as allowed by Section 6.07 of these Rules; and must explain how the district will use class-size-reduction teachers(s) pursuant to a recognized published research-based program to specifically target an identified academic deficiency or need of the district which aligns with and supports the district's ACSIP; 6.06.3.2 Any district which did not use national school lunch state categorical funds to support the salaries of class-size-reduction teachers by June 30 in the 2006-2007 school year is limited to using national school lunch state categorical funds to support the salaries of only those class-size-reduction teachers in kindergarten through the eighth (8th) grade, provided the district submits a detailed written plan, as required in Section 6.06.3.1, which is approved by the ADE; and 6.06.3.3 Along with any request to expand or increase from a previous school year the use of national school lunch state categorical funds to pay for or support the salaries of class-size-reduction teachers, the district shall submit a written justification showing how the funds are being used to address an increased academic deficiency or need of the district and is not an attempt to avoid or circumvent the general purpose of reducing the amount of national school lunch state categorical funds used to increase

teacher salaries as required and mandated by Ark. Code Ann. § 6-20-2305.

6.06.3.4 National school lunch state categorical funds to support the salaries of the class-size reduction teachers shall be used only to reduce the pupil-to-teacher ratios required by the Standards for Accreditation for each single grade level.

6.07 National school lunch state categorical funding shall be expended for eligible program(s) or purpose(s) that are research-based and aligned to the Arkansas Content Standards for improving instruction and increasing achievement of students at risk of not meeting challenging academic standards.

These programs or purposes include:

6.07.1 Employing instructional facilitators or Literacy, Mathematics, or Science Specialists/Coaches (K-12) that meet the following requirements:

6.07.1.1 The Specialists/Coaches and instructional facilitators are educators who assist in curriculum alignment with state curriculum documents; alignment of classroom assessment with statewide exams; instructional strategies; professional development and implementation of training; choice of standards-based instructional materials; understanding of current research; advantageous arrangement of the instructional day; and integrating technology into instruction.

6.07.1.2 Qualifications for Specialists/Coaches (K-12) and Instructional Facilitators:

- At least four years of recent teaching experience in appropriate content areas within grades K-12
- Knowledge of Arkansas Curriculum Framework
- Knowledge of current research and effective practices in standards-based curriculum, instruction, and assessment
- Experience in adult learning situations and in team problem solving
- A bachelor's degree (a master's degree would be preferred)
- Or completion of the required two-year training and teaching components of the Teach for America Program

6.07.2 Providing research-based professional development in the areas of literacy, mathematics, or science in grades Kindergarten through twelfth grade (K-12) subject to the requirements of the Department Rules Governing Professional Development.

6.07.3 Employing highly qualified classroom teachers in grades Kindergarten through twelfth grade (K-12) pursuant to the restrictions set forth in Section 6.06 of this Rule.

6.07.4 Providing research-based before and after-school academic programs, including transportation to and from the programs.

6.07.5 Providing research-based pre-kindergarten programs that meet the program standards as outlined in the Rules Governing the Arkansas Better Chance program.

- 6.07.6 Employing Tutors:
  - 6.07.6.1 Tutors must be able to demonstrate competency (as
  - 6.07.6.2 Tutors must work under the supervision of highly qualified classroom teachers.
- 6.07.7 Employing Teacher's Aides:
  - 6.07.7.1 Teacher's aides must be highly qualified.
  - 6.07.7.2 Teacher's aides must work under the direct supervision of highly qualified teachers.
- 6.07.8 Employing licensed counselors and nurses above the mandates of the Standards for Accreditation of Arkansas Public Schools and School Districts or other rule or law.
- 6.07.9 Employing coordinated school health coordinator
- 6.07.10 Employing human service workers
- 6.07.11 Employing licensed mental health counselors
- 6.07.12 Employing licensed certified social workers or licensed social workers
- 6.07.13 Employing Curriculum Specialists:
  - 6.07.13.1 The Curriculum Specialists shall meet current licensure requirements that are outlined in the Rules Governing Initial and Standard Administrator Licensure.
- 6.07.14 Employing School Resource Officers (SRO) whose job duties include research-based methods and strategies tied to improving achievement of students at risk.
- 6.07.15 Providing experience-based field trips.
- 6.07.16 Providing parent education that addresses the whole child.
- 6.07.17 Providing summer programs that implement research-based methods and strategies targeted at closing the achievement gap, other than programs authorized under section 6.07.28.
- 6.07.18 Providing early intervention programs, to include:
  - 6.07.18.1 Short-term, intensive, focused, individualized, research-based instruction developed from ongoing, daily, systematic diagnosis that occurs while a child is beginning in the initial, kindergarten through grade one (K-1), stages of learning social skills, early reading, writing, and mathematical strategies to ensure acquisition of the basic skills and to prevent the child from developing poor behavior and problem-solving habits which become difficult to change; and
  - 6.07.18.2 Short-term, intensive, focused, individualized, research-based instruction developed from ongoing, daily, systematic diagnosis in grades three through twelve (3-12) to prevent failure and close the achievement gap.
- 6.07.19 Obtaining materials, supplies, and equipment, including technology, used in approved instructional programs or for approved purposes in support of the local educational agency's ACSIP.

6.07.20 Paying the expenses of federal child nutrition programs to the extent necessary to provide school meals without charge to all students under the United States Department of Agriculture Special Assistance Alternative "Provision 2" program under 42 U.S.C. § 1759a, as interpreted in 7 C.F.R. § 245.9.

6.07.21 Paying the expenses of federal child nutrition programs to the extent necessary to provide school meals without charge to students otherwise eligible for reduced-price meals under federal law or regulations governing the United States Department of Agriculture's National School Lunch Program or School Breakfast Program.

6.07.22 Paying expenses directly related to funding a longer school day.

6.07.23 Paying expenses directly related to funding a longer school year.

6.07.24 Partnering with local institutions of higher education to remediate students while those students are still in high school so that the students are college and career ready upon graduation from high school.

6.07.25 Providing Teach For America professional development.

6.07.26 Implementing components of the Arkansas Advanced Initiative for Math and Science.

6.07.27 Employing College and Career Coaches, as defined by the Department of Career Education.

6.07.28 Operating or supporting a postsecondary preparatory program authorized under Ark. Code Ann. § 6-16-601 et seq.

6.07.29 Expenditures required under Section 6.05.1 of these Rules.

6.07.30 Paying for students in grade eleven (11) to take the ACT Assessment, pursuant to the Voluntary Universal ACT Assessment Program, Ark. Code Ann. § 6-18-1601 et seq.

6.07.31 Developing and implementing interim building-level assessments to monitor student progress toward proficiency on the state benchmark assessments.

6.07.32 Other activities approved by the ADE that will further the purposes of this Section 6.07. Such activities include, but are not limited to, research-based activities and activities directed at chronically underperforming schools.

6.08 Use of national school lunch state categorical funds shall be included within the school or school district's ACSIP. The ACSIP will include how the funds will be spent, the person(s) responsible, a timeline, and the total amount of NSLA funds budgeted.

6.08.1 The district shall evaluate programs supported by national school lunch state categorical funds annually to ensure that the programs are providing intervention/prevention services designed to increase student achievement.

6.08.2 The district shall maintain documentation that supports gains in student achievement as measured by the state assessment system.

6.08.3 The total NSLA funds budgeted in ACSIP shall agree with the total NSLA expenditures budgeted in the school or school district's financial management software.

## **7.00 Special Needs - Professional Development**

7.01 The Professional Development funding amount shall be an amount up to the amount authorized by law times the district's ADM of the previous school year.

7.02 Professional Development funding shall be expended for:

7.02.1 Approved professional development activities and materials, as required by the Teacher Excellence and Support System, Ark. Code Ann. § 6-17-2801 et seq., by other law or rule, or by the school district, that:

7.02.1.1 Improve the knowledge, skills, and effectiveness of teachers;

7.02.1.2 Address the knowledge and skills of administrators, and paraprofessionals concerning effective instructional strategies, methods, and skills; and

7.02.1.3 Lead to improved student academic achievement;

7.02.2 Employing instructional facilitators or literacy, mathematics, or science specialists/coaches (K-12) as described in these Rules; and

7.02.3 Training for school bus drivers in compliance with rules promulgated by the Commission for Arkansas Public School Academic Facilities and Transportation.

7.03 Districts may expend state Professional Development funding to provide the requisite hours of professional development required by Rule or law.

See ADE rules governing the distribution of student special needs funding and the determination of allowable expenditures of those funds in their entirety at the following link:

[http://www.arkansased.org/public/userfiles/rules/Current/ade268\\_SpecNeedsFunding\\_-\\_June\\_2012.pdf](http://www.arkansased.org/public/userfiles/rules/Current/ade268_SpecNeedsFunding_-_June_2012.pdf)

See ADE rules governing highly qualified teachers at the following link:

[http://www.arkansased.org/public/userfiles/Legal/Legal-Current%20Rules/ade\\_220%20highly%20qualified%20teachers%20-%20april%202012.pdf](http://www.arkansased.org/public/userfiles/Legal/Legal-Current%20Rules/ade_220%20highly%20qualified%20teachers%20-%20april%202012.pdf)

See Act 841 (2015) guidance on budgeting of state categorical funds:

<http://www.arkleg.state.ar.us/assembly/2015/2015R/Acts/Act841.pdf>

See ADE guidance on professional development at the following link:

[http://www.arkansased.org/public/userfiles/rules/Pending/ADE\\_207\\_PD\\_Rules\\_markup\\_for\\_SBE\\_approval\\_on\\_041014\\_version\\_2.pdf](http://www.arkansased.org/public/userfiles/rules/Pending/ADE_207_PD_Rules_markup_for_SBE_approval_on_041014_version_2.pdf)

See ESEA Title II, Part A guidance on improving teacher quality at the following link:  
<http://www2.ed.gov/programs/teacherqual/guidance.pdf>

See USDOE laws and guidance for elementary and secondary education at the following link:  
<http://www2.ed.gov/policy/elsec/leg/esea02/index.html>



# Title I: Part A — Improving the Academic Achievement of the Disadvantaged

## **SEC. 1001. Statement of Purpose**

The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished by —

- (1) ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;
- (2) meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;
- (3) closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;
- (4) holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;
- (5) distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;
- (6) improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
- (7) providing greater decision making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;
- (8) providing children an enriched and accelerated educational program, including the use of school wide programs or additional services that increase the amount and quality of instructional time;
- (9) promoting school wide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;
- (10) significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional

development;

(11) coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and

(12) affording parents substantial and meaningful opportunities to participate in the education of their children.

## **SEC. 1112. Local Educational Agency Plans**

### **(a) PLANS REQUIRED-**

(1) SUBGRANTS- A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that is coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate.

(2) CONSOLIDATED APPLICATION- The plan may be submitted as part of a consolidated application under section 9305.

### **(b) PLAN PROVISIONS-**

(1) IN GENERAL- In order to help low-achieving children meet challenging achievement academic standards, each local educational agency plan shall include

(A) a description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State plan under section 1111(b)(3), that the local educational agency and schools served under this part will use —

(i) to determine the success of children served under this part in meeting the State student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards described in section 1111(b)(1)(D)(ii);

(ii) to assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under this part to meet State student achievement academic standards and do well in the local curriculum;

(iii) to determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and

(iv) to identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined under section 1208;

(B) at the local educational agency's discretion, a description of any

other indicators that will be used in addition to the academic indicators described in section 1111 for the uses described in such section;

(C) a description of how the local educational agency will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards;

(D) a description of the strategy the local educational agency will use to coordinate programs under this part with programs under title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including local educational agency level staff in accordance with sections 1118 and 1119;

(E) a description of how the local educational agency will coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as —

(i) Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and

(ii) services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;

(d) **PLAN DEVELOPMENT AND DURATION-**

(1) **CONSULTATION-** Each local educational agency plan shall be developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of children in schools served under this part.

(2) **DURATION-** .....

(3) **REVIEW-** Each local educational agency shall periodically review and, as necessary, revise its plan.

## **SEC. 1113. Eligible School Attendance Areas**

(a) **DETERMINATION-**

(1) **IN GENERAL-** A local educational agency shall use funds received under this part only in eligible school attendance areas.

(2) **ELIGIBLE SCHOOL ATTENDANCE AREAS-** For the purposes of this part —

(A) the term school attendance area' means, in relation to a particular school, the geographical area in which the children who are normally served by that school reside; and

(B) the term eligible school attendance area' means a school attendance area in which the percentage of children from low-income families is at least as high as the percentage of children from low-income families served by the local educational agency as a whole.

(3) RANKING ORDER- If funds allocated in accordance with subsection (c) are insufficient to serve all eligible school attendance areas, a local educational agency shall —

(A) annually rank, without regard to grade spans, such agency's eligible school attendance areas in which the concentration of children from low-income families exceeds 75 percent from highest to lowest according to the percentage of children from low-income families; and

(B) serve such eligible school attendance areas in rank order.

(4) REMAINING FUNDS- If funds remain after serving all eligible school attendance areas under paragraph (3), a local educational agency shall —

(A) annually rank such agency's remaining eligible school attendance areas from highest to lowest either by grade span or for the entire local educational agency according to the percentage of children from low-income families; and

(B) serve such eligible school attendance areas in rank order either within each grade-span grouping or within the local educational agency as a whole.

(5) MEASURES- The local educational agency shall use the same measure of poverty, which measure shall be the number of children ages 5 through 17 in poverty counted in the most recent census data approved by the Secretary, the number of children eligible for free and reduced priced lunches under the Richard B. Russell National School Lunch Act, the number of children in families receiving assistance under the State program funded under part A of title IV of the Social Security Act, or the number of children eligible to receive medical assistance under the Medicaid program, or a composite of such indicators, with respect to all school attendance areas in the local educational agency —

(A) to identify eligible school attendance areas;

(B) to determine the ranking of each area; and

(C) to determine allocations under subsection (c).

(6) EXCEPTION- This subsection shall not apply to a local educational agency with a total enrollment of less than 1,000 children.

(b) LOCAL EDUCATIONAL AGENCY DISCRETION-

(1) IN GENERAL- Notwithstanding subsection (a)(2), a local educational agency may —

(A) designate as eligible any school attendance area or school in

which at least 35 percent of the children are from low-income families;

(B) use funds received under this part in a school that is not in an eligible school attendance area, if the percentage of children from low-income families enrolled in the school is equal to or greater than the percentage of such children in a participating school attendance area of such agency;

(C) designate and serve a school attendance area or school that is not eligible under this section, but that was eligible and that was served in the preceding fiscal year, but only for 1 additional fiscal year; and

(D) elect not to serve an eligible school attendance area or eligible school that has a higher percentage of children from low-income families if —

(i) the school meets the comparability requirements of section 1120A(c);

(ii) the school is receiving supplemental funds from other State or local sources that are spent according to the requirements of section 1114 or 1115; and

(iii) the funds expended from such other sources equal or exceed the amount that would be provided under this part.

(2) SPECIAL RULE- Notwithstanding paragraph (1)(D), the number of children attending private elementary schools and secondary schools who are to receive services, and the assistance such children are to receive under this part, shall be determined without regard to whether the public school attendance area in which such children reside is assisted under subparagraph (A).

(c) ALLOCATIONS-

(1) IN GENERAL- A local educational agency shall allocate funds received under this part to eligible school attendance areas or eligible schools, identified under subsections (a) and (b), in rank order, on the basis of the total number of children from low-income families in each area or school.

## **SEC. 1114. Schoolwide Programs**

(a) USE OF FUNDS FOR SCHOOLWIDE PROGRAMS-

(1) IN GENERAL- A local educational agency may consolidate and use funds under this part, together with other Federal, State, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(2) IDENTIFICATION OF STUDENTS NOT REQUIRED-

See ADE resources for schoolwide programs at the following link:  
<http://www.arkansased.org/divisions/learning-services/federal-programs/targeted-assistance-and%20schoolwide-programs>

## **SEC. 1115. Targeted Assistance Schools**

(a) IN GENERAL- In all schools selected to receive funds under section 1113(c) that are ineligible for a schoolwide program under section 1114, or that choose not to operate such a schoolwide program, a local educational agency serving such school may use funds received under this part only for programs that provide services to eligible children under subsection (b) identified as having the greatest need for special assistance.

(b) ELIGIBLE CHILDREN-

(1) ELIGIBLE POPULATION-

(A) IN GENERAL- The eligible population for services under this section is —

(i) children not older than age 21 who are entitled to a free public education through grade 12; and

(ii) children who are not yet at a grade level at which the local educational agency provides a free public education.

(B) ELIGIBLE CHILDREN FROM ELIGIBLE POPULATION- From the population described in subparagraph (A), eligible children are children identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.

See ADE resources for targeted assistance at the following link:  
<http://www.arkansased.org/divisions/learning-services/federal-programs/targeted-assistance-and%20schoolwide-programs>

See Arkansas Association of Education Administrators (AAEA) Presentation at the following link:  
[http://www.arkansased.org/public/userfiles/Learning\\_Services/Federal%20Programs/Title,%20Part%20A-Targeted%20Assistance%20&%20Statewide/AAEA\\_Presentation.pdf](http://www.arkansased.org/public/userfiles/Learning_Services/Federal%20Programs/Title,%20Part%20A-Targeted%20Assistance%20&%20Statewide/AAEA_Presentation.pdf)

## **SEC. 1118. Parental Involvement**

(a) LOCAL EDUCATIONAL AGENCY POLICY-

(1) IN GENERAL- A local educational agency may receive funds under this part only if such agency implements programs, activities, and

procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

**District and Title I schools must comply with all requirements for parent involvement outlined in Section 1118 or PL 107-110**

<http://www2.ed.gov/policy/elsec/leg/esea02/index.html>

**In addition to Title I requirements, all schools must comply with the parent involvement requirements outlined in the “ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING PARENTAL INVOLVEMENT PLANS (JULY 2012)”**

[http://www.arkansased.org/public/userfiles/rules/ade\\_319\\_-\\_Parental\\_Involvement\\_Rules\\_-\\_June\\_2012.pdf](http://www.arkansased.org/public/userfiles/rules/ade_319_-_Parental_Involvement_Rules_-_June_2012.pdf)

**SEC. 1119. Qualifications for Teachers and Paraprofessionals.**

(a) TEACHER QUALIFICATIONS AND MEASURABLE OBJECTIVES-

(1) IN GENERAL- Beginning with the first day of the first school year after the date of enactment of the No Child Left Behind Act of 2001, each local educational agency receiving assistance under this part shall ensure that all teachers hired after such day and teaching in a program supported with funds under this part are highly qualified.

See ADE resources for paraprofessionals and highly qualified teacher at the following link:

<http://www.arkansased.org/divisions/learning-services/federal-programs/paraprofessionals%20and%20highly%20qualified%20teachers>

**SEC. 1120. Participation of Children Enrolled in Private Schools.**

(a) GENERAL REQUIREMENT-

(1) IN GENERAL- To the extent consistent with the number of eligible children identified under section 1115(b) in the school district served by a local educational agency who are enrolled in private elementary schools and secondary schools, a local educational agency shall, after timely and meaningful consultation with appropriate private school officials, provide such children, on an equitable basis, special educational services or other benefits under this part (such as dual enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs, and shall ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to sections 1118 and 1119.

See ADE resources for private schools at the following link:

<http://www.arkansased.org/divisions/learning-services/federal-programs/private-schools>



# **Title I: Part C — Education of Migratory Children**

## **SEC. 1301. Program Purpose.**

It is the purpose of this part to assist States to —

- (1) support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
- (2) ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
- (3) ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner;
- (4) ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
- (5) design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and
- (6) ensure that migratory children benefit from State and local systemic reforms.

See ADE resources for migrant education at the following link:

<http://www.arkansased.org/divisions/learning-services/migrant-education>

# **Title I: Part D — Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk**

## **SEC. 1401. Purpose and Program Authorization**

(a) PURPOSE- It is the purpose of this part —

- (1) improve educational services for youth who are neglected, delinquent, and at-risk of involvement with the juvenile justice system so they have the opportunity to meet challenging State academic content and achievement standards;
- (2) provide them with services to transition successfully from institutional settings to further schooling or employment;
- (3) prevent youth from dropping out of school; and
- (4) provide a support system to ensure the continued education of youth who either have dropped out or are returning from correctional facilities.

See ADE resources for neglected, delinquent and students at risk at the following link:  
<http://www.arkansased.org/divisions/learning-services/federal-programs/neglected-and-delinquent-services>

## **Title II — Preparing, Training, and Recruiting High Quality Teachers and Principals**

### **PART A - TEACHER AND PRINCIPAL TRAINING AND RECRUITING FUND**

#### **SEC. 2101. Purpose.**

The purpose of this part is to provide grants to State educational agencies, local educational agencies, State agencies for higher education, and eligible partnerships in order to —

- (1) increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and
- (2) hold local educational agencies and schools accountable for improvements in student academic achievement

#### **SEC. 2122. Local Applications and Needs Assessment.**

(a) IN GENERAL- To be eligible to receive a sub grant under this subpart, a local educational agency shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require.

(b) CONTENTS- Each application submitted under this section shall be based on the needs assessment required in subsection (c) and shall include the following:

(1)(A) A description of the activities to be carried out by the local educational agency under this subpart and how these activities will be aligned with —

- (i) challenging State academic content standards and student academic achievement standards, and State assessments; and
- (ii) the curricula and programs tied to the standards described in clause (i).

(B) A description of how the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement.

(2) A description of how the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students.

(3) An assurance that the local educational agency will target funds to schools within the jurisdiction of the local educational agency that —

- (A) have the lowest proportion of highly qualified teachers;

(B) have the largest average class size; or

(C) are identified for school improvement under section 1116(b).

(4) A description of how the local educational agency will coordinate professional development activities authorized under this subpart with professional development activities provided through other Federal, State, and local programs.

(5) A description of the professional development activities that will be made available to teachers and principals under this subpart and how the local educational agency will ensure that the professional development (which may include teacher mentoring) needs of teachers and principals will be met using funds under this subpart.

(6) A description of how the local educational agency will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy.

(7) A description of how the local educational agency, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of activities to be carried out under this subpart and in the preparation of the application.

(8) A description of the results of the needs assessment described in subsection (c).

(9) A description of how the local educational agency will provide training to enable teachers to —

(A) teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;

(B) improve student behavior in the classroom and identify early and appropriate interventions to help students described in subparagraph (A) learn;

(C) involve parents in their child's education; and

(D) understand and use data and assessments to improve classroom practice and student learning.

(10) A description of how the local educational agency will use funds under this subpart to meet the requirements of section 1119.

(11) An assurance that the local educational agency will comply with section 9501 (regarding participation by private school children and teachers).

**(c) NEEDS ASSESSMENT-**

(1) **IN GENERAL-** To be eligible to receive a subgrant under this subpart, a local educational agency shall conduct an assessment of local needs for professional development and hiring, as identified by the local educational agency and school staff.

(2) **REQUIREMENTS-** Such needs assessment shall be conducted with the involvement of teachers, including teachers participating in programs

under part A of title I, and shall take into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging State and local student academic achievement standards.

## **SEC. 2123. Local use of Funds.**

(a) IN GENERAL- A local educational agency that receives a sub grant under section 2121 shall use the funds made available through the sub grant to carry out one or more of the following activities, including carrying out the activities through a grant or contract with a for-profit or nonprofit entity:

(1) Developing and implementing mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers, including specialists in core academic subjects, principals, and pupil services personnel, except that funds made available under this paragraph may be used for pupil services personnel only —

(A) if the local educational agency is making progress toward meeting the annual measurable objectives described in section 1119(a)(2); and

(B) in a manner consistent with mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers and principals.

(2) Developing and implementing initiatives to assist in recruiting highly qualified teachers (particularly initiatives that have proven effective in retaining highly qualified teachers), and hiring highly qualified teachers, who will be assigned teaching positions within their fields, including —

(A) providing scholarships, signing bonuses, or other financial incentives, such as differential pay, for teachers to teach —

(i) in academic subjects in which there exists a shortage of highly qualified teachers within a school or within the local educational agency; and

(ii) in schools in which there exists a shortage of highly qualified teachers;

(B) recruiting and hiring highly qualified teachers to reduce class size, particularly in the early grades; and

(C) establishing programs that —

(i) train and hire regular and special education teachers (which may include hiring special education teachers to team-teach in classrooms that contain both children with disabilities and nondisabled children);

(ii) train and hire highly qualified teachers of special needs children, as well as teaching specialists in core academic subjects who will provide increased individualized instruction to students;

- (iii) recruit qualified professionals from other fields, including highly qualified paraprofessionals, and provide such professionals with alternative routes to teacher certification, including developing and implementing hiring policies that ensure comprehensive recruitment efforts as a way to expand the applicant pool, such as through identifying teachers certified through alternative routes, and using a system of intensive screening designed to hire the most qualified applicants; and
  - (iv) provide increased opportunities for minorities, individuals with disabilities, and other individuals underrepresented in the teaching profession.
- (3) Providing professional development activities--
  - (A) that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning--
    - (i) one or more of the core academic subjects that the teachers teach; and
    - (ii) effective instructional strategies, methods, and skills, and use of challenging State academic content standards and student academic achievement standards, and State assessments, to improve teaching practices and student academic achievement; and
  - (B) that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning effective instructional practices and that--
    - (i) involve collaborative groups of teachers and administrators;
    - (ii) provide training in how to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;
    - (iii) provide training in methods of--
      - (I) improving student behavior in the classroom; and
      - (II) identifying early and appropriate interventions to help students described in clause (ii) learn;
    - (iv) provide training to enable teachers and principals to involve parents in their child's education, especially parents of limited English proficient and immigrant children; and
    - (v) provide training on how to understand and use data and assessments to improve classroom practice and student learning.
- (4) Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly within elementary schools and secondary schools with a high percentage of low-achieving students, including programs that provide--

- (A) teacher mentoring from exemplary teachers, principals, or superintendents;
  - (B) induction and support for teachers and principals during their first 3 years of employment as teachers or principals, respectively;
  - (C) incentives, including financial incentives, to retain teachers who have a record of success in helping low-achieving students improve their academic achievement; or
  - (D) incentives, including financial incentives, to principals who have a record of improving the academic achievement of all students, but particularly students from economically disadvantaged families, students from racial and ethnic minority groups, and students with disabilities.
- (5) Carrying out programs and activities that are designed to improve the quality of the teacher force, such as--
- (A) innovative professional development programs (which may be provided through partnerships including institutions of higher education), including programs that train teachers and principals to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy, are consistent with the requirements of section 9101, and are coordinated with activities carried out under part D;
  - (B) development and use of proven, cost-effective strategies for the implementation of professional development activities, such as through the use of technology and distance learning;
  - (C) tenure reform;
  - (D) merit pay programs; and
  - (E) testing of elementary school and secondary school teachers in the academic subjects that the teachers teach.
- (6) Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.
- (7) Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.
- (8) Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differentiation.
- (10) Carrying out programs and activities related to exemplary teachers.

See the USDOE laws and guidance on improving teacher quality state grants at the following link:

<http://www2.ed.gov/programs/teacherqual/legislation.html>

See ESEA Title II, Part A guidance on improving teacher quality at the following link:  
<http://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww2.ed.gov%2Fprograms%2Fteacherqual%2Fguidance.doc>



## **Title III — Language Instruction for Limited English Proficient and Immigrant Students**

### **SEC. 3102. Purposes**

The purposes of this part are —

- (1) to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet;
- (2) to assist all limited English proficient children, including immigrant children and youth, to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet, consistent with section 1111(b)(1);
- (3) to develop high-quality language instruction educational programs designed to assist State educational agencies, local educational agencies, and schools in teaching limited English proficient children and serving immigrant children and youth;
- (4) to assist State educational agencies and local educational agencies to develop and enhance their capacity to provide high-quality instructional programs designed to prepare limited English proficient children, including immigrant children and youth, to enter all-English instruction settings;
- (5) to assist State educational agencies, local educational agencies, and schools to build their capacity to establish, implement, and sustain language instruction educational programs and programs of English language development for limited English proficient children;
- (6) to promote parental and community participation in language instruction educational programs for the parents and communities of limited English proficient children;
- (7) to streamline language instruction educational programs into a program carried out through formula grants to State educational agencies and local educational agencies to help limited English proficient children, including immigrant children and youth, develop proficiency in English, while meeting challenging State academic content and student academic achievement standards;
- (8) to hold State educational agencies, local educational agencies, and schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children by requiring —
  - (A) demonstrated improvements in the English proficiency of limited English proficient children each fiscal year; and

(B) adequate yearly progress for limited English proficient children, including immigrant children and youth, as described in section 1111(b)(2)(B); and

(9) to provide State educational agencies and local educational agencies with the flexibility to implement language instruction educational programs, based on scientifically based research on teaching limited English proficient children, that the agencies believe to be the most effective for teaching English.

## **SEC. 3115. Subgrants to Eligible Entities**

(a) **PURPOSES OF SUBGRANTS-** A State educational agency may make a subgrant to an eligible entity from funds received by the agency under this subpart only if the entity agrees to expend the funds to improve the education of limited English proficient children, by assisting the children to learn English and meet challenging State academic content and student academic achievement standards. In carrying out activities with such funds, the entity shall use approaches and methodologies based on scientifically based research on teaching limited English proficient children and immigrant children and youth for the following purposes:

(1) Developing and implementing new language instruction educational programs and academic content instruction programs for such children, and such children and youth, including programs of early childhood education, elementary school programs, and secondary school programs.

(2) Carrying out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instruction programs for such children, and such children and youth.

(3) Implementing, within an individual school, school wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for such children, and such children and youth.

(4) Implementing, within the entire jurisdiction of a local educational agency, agency wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction for such children, and such children and youth.

(b) **ADMINISTRATIVE EXPENSES-** Each eligible entity receiving funds under section 3114(a) for a fiscal year may use not more than 2 percent of such funds for the cost of administering this subpart.

(c) **REQUIRED SUBGRANTEE ACTIVITIES-** An eligible entity receiving funds under section 3114(a) shall use the funds —

(1) to increase the English proficiency of limited English proficient children by providing high-quality language instruction educational programs that

are based on scientifically based research demonstrating the effectiveness of the programs in increasing —

(A) English proficiency; and

(B) student academic achievement in the core academic subjects; and

(2) to provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel, that is —

(A) designed to improve the instruction and assessment of limited English proficient children;

(B) designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for limited English proficient children;

(C) based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and

(D) of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher.

(d) **AUTHORIZED SUBGRANTEE ACTIVITIES-** Subject to subsection (c), an eligible entity receiving funds under section 3114(a) may use the funds to achieve one of the purposes described in subsection (a) by undertaking one or more of the following activities:

(1) Upgrading program objectives and effective instruction strategies.

(2) Improving the instruction program for limited English proficient children by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures.

(3) Providing —

(A) tutorials and academic or vocational education for limited English proficient children; and

(B) intensified instruction.

(4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.

(5) Improving the English proficiency and academic achievement of limited English proficient children.

(6) Providing community participation programs, family literacy services, and parent outreach and training activities to limited English proficient children and their families —

(A) to improve the English language skills of limited English proficient children; and

(B) to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.

(7) Improving the instruction of limited English proficient children by providing for —

(A) the acquisition or development of educational technology or instructional materials;

(B) access to, and participation in, electronic networks for materials, training, and communication; and

(C) incorporation of the resources described in subparagraphs (A) and (B) into curricula and programs, such as those funded under this subpart.

(8) Carrying out other activities that are consistent with the purposes of this section.

See the USDOE laws and guidance for grants and subgrants:

<http://www2.ed.gov/policy/elsec/leg/esea02/pg41.html>

## **Title VI: Part B – Rural Education Initiative**

### **Rural Education Achievement Program**

#### **Subpart 1 - Small, Rural School Achievement Program (Federal Title VI)**

##### **SEC. 6211. Use of Applicable Funding**

(a) ALTERNATIVE USES-

(1) IN GENERAL- Notwithstanding any other provision of law, an eligible local educational agency may use the applicable funding that the agency is eligible to receive from the State educational agency for a fiscal year to carry out local activities authorized under any of the following provisions:

- (A) Part A of title I.
- (B) Part A or D of title II.
- (C) Title III.
- (D) Part A or B of title IV.
- (E) Part A of title V.

#### **Subpart 2 - Rural and Low-Income School Program (State Title VI)**

##### **SEC. 6222. Uses of Funds**

(a) LOCAL AWARDS- Grant funds awarded to local educational agencies under this subpart shall be used for any of the following:

- (1) Teacher recruitment and retention, including the use of signing bonuses and other financial incentives.
- (2) Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers.
- (3) Educational technology, including software and hardware, as described in part D of title II.
- (4) Parental involvement activities.
- (5) Activities authorized under the Safe and Drug-Free Schools program under part A of title IV.
- (6) Activities authorized under part A of title I.
- (7) Activities authorized under title III.

See the USDOE laws and guidance for the rural education initiative:

<http://www2.ed.gov/policy/elsec/leg/esea02/pg93.html>